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ABSTRACT

The document describes the Pediatric Language Laboratory, a day care center which provides day care and therapeutic services to 20 mild to moderate communicatively delayed children, 1 to 4 years old. Initial sections address program philosophy; program components (diagnostics, remedial services, typical services, parent education, and community service); the daily schedule; bidialectal and bicultural programing; and student speech-language clinicians. The language component is outlined in terms of teaching language throughout the day, treating language comprehension and language expression, sample objectives and lesson plans, and speech improvement. A set of goals and lesson plans for cognition follows. Additional sections address play, music, field trips, art, nutritional health, and architectural design and the learning environment, behavior management, and family intervention. Appended are parent materials from the family counseling/education component, sample home activities, the ALL-TRAC (Aiding Language and Learning through Rhythm and Content) lesson plan, an outline on interactive language development teaching, a case study on counseling with parents of a disfluent or stuttering child, the Bangs Vocabulary Test, and a list of publications. (SBH)

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PEDIATRIC LANGUAGE PROGRAMS

PEDIATRIC LANGUAGE LABORATORY - A DAY

CARE CENTER PROGRAM DURING 1977-78

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PEDIATRIC LANGUAGE PROGRAMS

The Pediatric Language division of the Department of Audiology and Speech Pathology at the University of Tennessee is comprised of three programs: The Pediatric Language Clinic, the Pediatric Language Lab and the Pediatric Language Institutes. All programs utilize an interdisciplinary team approach in working with children and their families in stimulating communication skills. The first two programs deal in direct services and the third program trains workers in day care centers. The programs are funded in part by Title XX, Department of Human Services and the University of Tennessee at Knoxville

PEDIATRIC LANGUAGE LABORATORY

The Pediatric Language Laboratory is a day care center which provides day care and therapeutic services to 20 mild to moderate communicatively-delayed children, one through four years of age. Curriculum components include: language and speech stimulation, cognitive tasks, art, music, gross and fine motor skills and free play activities.

The Pediatric Language Lab is housed in two older renovated houses on the University campus. During the morning hours, the children are divided into two groups. The younger children stay in the "Main House" where toddler toys and materials, as well as a room with a small platform bound in on all sides especially designed for very young children, is located. The older children walk 75 feet to the annex where materials appropriate for three and four year olds are located, in addition to a room with a specially designed two-story platform: an educational module. The children's groups combine for lunch and nap. Activities in the afternoon usually include the combined groups. Therefore, during the time which the structured therapy takes place, the children are grouped according to ability. During the afternoon when structure is minimal, older children are able to serve as models for the younger children.

PROGRAM PHILOSOPHY

The goal of the Pediatric Language Lab is to provide a program for the "whole" child. Not only is structured therapy provided to the child delayed in the development of speech, language, and cognition skills, but stimulation is provided throughout the rest of the day using incidental learning experiences. Nutrition, through lunch and snacks, and family involvement (education and counseling) are integral parts of the program. Thus, by the time the child is ready for public school, many of the language and learning deficiencies have been remedied, and the family is cued into the importance of participating in their child's academic life.

The staff of the Pediatric Language Lab believe that language and learning skills are based on experience; that children learn by doing.

The children are encouraged to develop their language and thinking skills in a natural manner, as well as in a structured learning situation. For example, field trips serve as a basis for language experiences.

A trip to the park provides a variety of opportunities to develop vocabulary: trees, flowers, swings, slides, water. Incidental learning occurs when a child counts out cups and napkins for the other children at snack time, and when a child places his/her coat on a hook which is labeled with his/her name.

Children are encouraged to make choices for themselves at particular periods of the day. Several art activities may be arranged in the room with each activity being demonstrated by the teacher. The children are then given a choice of the activity in which they wish to participate. After completing an activity, the children are free to move to another art table of their choice. The teacher assumes an active role during this time; suggestions are made to guide the children's activity.

Ability grouping is utilized; the curriculum is based on the child's individual needs. It is important that the children achieve success in the activities they perform, and at the same time are challenged by the complexity of the activity in which they are engaged. It is the teacher's responsibility to structure the environment and to implement the program. Arrangements must be made to prepare appropriate learning centers and materials. The teacher can alternate between serving as a facilitator or director of the activities.

Children receive reinforcement extrinsically as well as intrinsically. Having the choice to find an activity for oneself serves as motivation for participation and completion of an activity. The children also receive much verbal praise for a job well done. During the more structured periods of the day, tangible reinforcers may be utilized. For example, a counting lesson may be presented in which the children count out a given quantity of raisins; after completing the activity the children may eat their raisins.

The Rosenthal effect, which maintains that children behave according to the expectations of adults is a dictum which is supported by the staff. Thus, a child who is labeled as a "bad boy" or "dumb", acts accordingly. Therefore, the staff attempts to maintain a very positive attitude toward the potential of all of the children and tries to foster in each child a positive self-image.

PROGRAM COMPONENTS

Diagnostics

1. The center offers complete social, behavioral, hearing, speech and language and cognitive evaluations.

2. Information regarding our staffing is transmitted to parents and workers from relevant agencies concerning the results of the diagnostics and future recommendations.

Remedial Services

1. Each child receives one hour of daily language and speech therapy; additional therapy is arranged as is needed.

2. Daiiy cognitive lessons are prescribed and carried out.

3. Appropriate behavioral skills are fostered through behavior management techniques.

Typical Services

1. Activities designed to promote appropriate socio-emotional development are carried out daily.

2. Components such as transportation and nutritionally balanced meals and snacks are provided.

Parent Education

1. Parents are acquainted with the nature and purpose of the program.

2. Parents are educated regarding the needs of their child in the areas of speech and language, cognitive, behavioral and/or social development.

3. Parents are taught how to provide necessary remedial services in the home. Free stimulation materials are given to the parents.

Community Service

1. The Laboratory provides an environment for individuals concerned with language development and its effect on the overall development of the child.

2. The staff conducts workshops for individuals from other professional organizations.

3. Individuals from other agencies may observe the program from the video tape library or by participation directly in the program.

DAILY SCHEDULE

The operation of the day care center will be greatly influenced by the schedule which is developed. Proper scheduling is essential in order to:

1. Make effective use of the strengths of both the teacher and the aide.

2. Make appropriate use of supplies, equipment, and materials.

3. Insure a balance between learning activities and socio-emotional development.

4. Meet the remedial and developmental needs of the children.*

*Obtained in part from: Decker, Celia Anita and John R. Decker. Planning and Administering Early Childhood Programs. Columbus, Ohio: Merrell Publishing Co., 1976.

In planning the schedule, the following questions must be considered:

1. What are the hours of operation; is it a full or a half day program?

2. What is the arrangement of indoor and outdoor space? Is there free access to the playground at all times or must it be shared with other groups?

3. What time of the year is it; have the children just begun in the program? (For example, time should be allowed for the child to adjust to a new setting.)

4. How do you want the children to learn the skills; do you want a balance between structured individual and group activities, and free choice activities?

A good schedule also insures that the physical needs of the children are met: snack and mealtime must be timed accordingly. Children should be given a nutritious early morning and late afternoon snack. For full day programs, an appetizing and well balanced lunch is necessary.

The schedule should allow for the children to be greeted by an adult "care-giver" as they arrive. Time must be allowed for the children to make a smooth transition between the home and the day-care center. For some children, the transition period may be difficult and a little verbal encouragement is necessary.

The schedule needs to be flexible and it must also give the children a sense of security. Allowance must be made for field trips to occur; generally, there should be consistency to the daily activities. Following is a sample schedule.

8:00 - 9:00	Arrival, child initiated play	11:00 - 11:30	Free play
9:00 - 9:20	Snack	11:30 - 12:00	Lunch
9:20 - 10:00	Language stimulation	12:00 - 2:30	Nap
10:00 - 10:30	Art	2:30 - 3:00	Wake-up snack
10:30 - 11:00	Cognition	3:00 - 3:45	Free play Music Field trips

In summary, the following principles should serve as a guide in designing the schedule:

1. The most demanding tasks should be early in the day.

2. There should be an alternation between high concentration levels and low concentration activities.

3. Alternate child directed activities with child selected activities.

4. Group sizes should vary from large group to small group to individualized instruction.

BI-DIALECTAL AND BICULTURAL PROGRAMMING

There are five specific teaching concepts which undergird the service program to the culturally-different and disadvantaged children who attend the day care center: (1) Recognition of linguistic deficiencies vs. linguistic differences; (2) Recognition of paralinguistic differences; (3) Appropriate utilization of tests and their resultant interpretation; (4) Appropriate utilization of the Rosenthal and Hawthorne effects.*

In brief, we recognize the nonstandard as well as the substandard nature of their linguistic and paralinguistic utterances, and we attempt to differentiate between the two. Pilot research in a Headstart program has demonstrated that these children tend to learn standard English more effectively in a bi-dialectal teaching environment, as compared to the traditional language arts curriculum. Furthermore, we recognize the cultural bias inherent in many of our standardized tests, thus we make appropriate interpretation of test data. Lastly, the idea that children learn more effectively as a function of the teacher's expectations, and the amount of individualized attention received by each child, is practiced diligently by the staff.

STUDENT INVOLVEMENT: THE PEDIATRIC LANGUAGE SPECIALIST

The Pediatric Language Lab provides a unique training site for students enrolled in Speech Pathology and Audiology at the University of Tennessee. As the children are both taught their emergent and developing language skills and treated for their deficient linguistic patterns; a teaching-treating environment is created which is maximally conducive to the development of childrens' communicative abilities. Student speech-language clinicians are trained to become pediatric language specialists; that is, professional workers capable of providing for all of the communicative needs of pre-school children.

LANGUAGE

Teaching Language

Language or communication skills are a process accruing incidentally, as well as being a function of one's biolinguistic heritage. The following are examples of typical day-care activities that tend to promote communicative skills. Others can be found under Music, Play, and Sample Home Activities.

1. Snack - Children can take turns passing out cups for the whole group counting them. Depending on the expressive language level, a child can be encouraged to say "milk" or "more milk," or "I want more milk," before receiving a snack.

*These concepts are spelled out in detail in a book by the director of the Pediatric Language Programs: Adler, Sol, Ph.D., Poverty Children and Their Language: Implications for Teaching and Treating, Grune and Stratton, 1979.

2. Naptime - After getting up from their nap, the children can be asked to "get your shoes" or "find what you put on your feet." In putting up the mats, prepositions such as "put it under the blanket" can be used.

3. Music - Songs are a motivating way to teach new vocabulary, provide a rhythmic way to increase sentence length and stimulate memory.

4. Art - Functions of objects such as "what do we cut with" or "what do we color with" are a natural at art time, in addition to naming of colors and the names of the art objects being made.

Treating Language

Although language is seen as a process which occurs during the total day, one hour each day is set aside for small group, highly structured activities. Individual therapy is also provided when needed. The activities are based primarily on the philosophy that language is cognitively based. That is, language acquisition takes place through a child's interaction with his/her environment and that language has content and is related to thinking. Therefore, in looking at the goals for language and cognition, it can be seen that many are similar. During the language hour, the emphasis may be on the verbal aspect of a concept and during the time set aside for cognition, the emphasis may be on the concept. Nevertheless, the two greatly overlap.

Several principles are used during the structured language time.

1. The approach is developmental; steps develop in a logical orderly sequence.

2. Activities are both child-oriented and teacher-directed.

3. Words and sentences are for the purpose of communicating thoughts and needs to others. Therefore, within language, there is a need for meaning to be expressed and a social reason to communicate.

4. Although imitation of words or phrases is used, particularly with children with limited expressive abilities, greater use is made of such techniques as expansion of the child's own utterances and modeling by an adult or another child.

5. Lessons are provided in which a child can be successful most of the time.

The unit approach is used to provide basic activities and vocabulary for the activities.

Progress is measured through specific objectives written for each child and are derived from goals in the areas of comprehension, expression, and speech or sound production. Prerequisites include good attending skills.

The goals are divided into two areas: comprehension and expression of oral language. Expression is also divided into two areas: content and form (Bloom and Lahey, 1978).* Content implies meaning and form implies structure.

Following is a set of goals, sample objectives and sample lesson plans. The objectives, which are short-term, specific, and measurable, are written for each child on a quarterly basis.

Language Comprehension

Ages: Approximately one - three years

Goals:

1. Responds to own name
2. Responds to no
3. Can find some clothing parts on self
4. Follows short directions (go get the _____)
5. Follows 2-part command (put the _____ on the table)
6. Points to several body parts
7. Understands simple questions
8. Points to named objects
9. Identifies simple pictures
10. Comprehends difference between my and your
11. Identifies objects by use
12. Likes to hear simple nursery rhymes and stories about self
13. Comprehends in, on, empty, big, under
14. Comprehends concept of one
15. Can respond to "What do we do with it"
16. Carries out a series of two commands

Ages: Approximately three - four and one-half years

Goals:

1. Conforms to the spoken word
2. Beginning to listen and learn from listening
3. Can discriminate in, on, under
4. Can give two objects on request
5. Understands concept of what's missing
6. Comprehends big, little, long, short, empty, full
7. Carries out series of three commands
8. Loves to hear stories, reacts bodily
9. Counts to three
10. Names one color
11. Begins to understand concepts of likenesses and differences
12. Acts out short paragraphs
13. Carries out four step commands using prepositions
14. Groups objects
15. Can identify four colors
16. Can identify coins

*Bloom, Lois and Lahey, Margaret. Language Development and Language Disorders. John Wiley and Sons, 1978

Language Expression
Ages: Approximately one - two years
Goals:
A. Form and Content*
1. The names of "important others"
2. Child's own name
3. No
all gone
away
stop
4. More
again
another
5. This
that
there
6. Actions: give me, do, make, wash, put, up, down, get
7. Descriptions: big, hot, dirty, heavy

Prerequisites to this level are the ability to (1) imitate body movements or gestures and (2) imitate vocalizations. Because at this level most children are at the one word level expressively, form and content are not separated.

Ages: Approximately two - three years
Goals:
A. Content
1. Comments on objects and current events
2. Gets others to do things
3. Gives full name
4. Talks about immediate experiences
5. Formulates a negative judgement
6. Beginning to use pronouns "mine", "me", "you", "I"
7. Uses plurals with familiar objects
8. Recites a few nursery rhymes

B. Form
1. Agent + Action
Ex. a) I have to go
b) Her get up

2. Action + Object
Ex. a) Come on, John
b) Go down hill

*The following is taken from a combination of two sources of information:
Lahey, Margaret and Bloom, Lois. "Planning a First Lexicon: Which Words to Teach First", Journal of Speech and Hearing Disorders. Vol. 42, No. 3, August, 1977.
Holland, Audrey L. "Language Therapy for Children: Some Thoughts on Context and Content." Journal of Speech and Hearing Disorders. Vol. 40, No. 4, November, 1975.

3. Agent + Object
Ex. a) Daddy cup
b) Baby shoe

4. X + Locative
Ex. a) entity: Where's daddy?
b) action: Sit up here

5. Negation + X
Ex. a) nonexistence: No more coke
b) rejection: No blue crayon
c) denial: Don't have none (milk)

6. Modifier + Head
Ex. a) attribution: Mama glasses
b) possession: My tummy
c) recurrence: Me more juice

7. Introducer + X
Ex. a) This what I did
b) That hurts

8. X + Dative
Ex. a) Get up here now, Mommy

Ages: Approximately three - four and one-half years
Goals:
A. Content
1. Asks questions, although may know answers
2. Tells sex
3. Knows a few rhymes
4. Counts three
5. Names one color
6. Counts to four
7. Produces utterances about objects and events increasingly removed in time from the present
8. Expresses physical needs
9. Relates experiences and describes activities
10. Knows some opposites
11. Remembers main facts from stories
12. Can tell a two-three picture sequence story

B. Form

An informal or formal analysis of language samples should be used when a child reaches this language age expressively. A mean length of utterance should be calculated in addition to a grammatical and syntactical analysis. The Developmental Sentence Scoring, by Laura L. Lee has been used in this setting.

Sample Objectives - Language
Group: Beginners (developmental age of 1½ - 2½)

1. Child will name 5 out of 8 familiar objects as measured by a teacher-made test pre and post one month.

2. Child will follow 75% of 2-stage directions as measured by a teacher-made test pre and post two months.

3. Child will comprehend the function of 2 out of 3 familiar objects as measured by a teacher-made test pre and post one month.

Sample Lesson Plan - Language
Group: Beginners (developmental age of 1½ - 2½)

Goal	Method	Materials
1. Name recognition.	1. Roll call. A song is sung, "Where is ____, Where is ____". As each child's name is called, he/she stand and say "here" or "I'm here."	
2. a. Follow simple directions. b. Naming body parts. c. Comprehend function of washcloth.	2. The clinician and children take a plastic sink and fill it with water. Each child takes turns washing and drying a baby doll. The clinician asks such questions as "What do we wash with," "Is it wet or dry" and "What is this.?" Directions such as "Wash the baby", "Wash the hands," etc., are given.	Plastic sink Doll Washcloth
3. a. Naming body parts. b. Function of shoe.	3. Each child takes off one shoe and stands on a piece of paper while the clinician draws around the foot. The clinician asks such questions as "What goes on our feet" and gives directions such as "Take off your shoe," etc.	Paper Crayon
4. a. Name recognition b. Following simple directions.	4. Play a game of ball while each child sits in a circle. Take turns rolling and throwing and bouncing it.	Ball

Sample Objectives - Language
Group: Readiness (developmental age of 3 - 4½)

1. Child will use present progressive is and ing 75% of the time as measured by the Developmental Sentence Score pre and post 2½ months.

2. Child will remember 2 main facts from a story as measured by recorded data pre and post 2 months.

3. Child will comprehend 3 out of 5 prepositions of 3 times as measured by a teacher-made test pre and post 2 months.

Sample Lesson Plan - Language
Group: Readiness (developmental age of 3 - 4½)

Goal	Method	Materials
1. a. Comprehension of "same." b. Target sentence: "I have the same animal."	1. Children are each given an animal picture. When the teacher flashes an animal picture, she asks "Who has the same animal?"	Animal pictures
2. a. Comprehension of expression of animals and their homes. b. Syntax expansion	2. Spin-it game. Child has to verbalize the name of the animal and then find the right home. "The pig lives here."	Spin-it game
3. Comprehension and expression of in, behind, in front of, beside.	3. Game using animals in a barnyard. Children put the animals in places and tell where they put them.	Animals and barnyard
4. Expression of main facts from a story.	4, Teacher will tell a story about farm animals. Children will answer questions asked after presentation of several facts.	Book
5. Expression of animals. "I want the _____."	5. Stick on activity. Children tell which animal they want to stick on.	Stickers and pate.

Speech Improvement

Speech is used to mean individual sound or phoneme production throughout this text. Both individual and group speech improvement are provided, depending on the needs of each child. Programs for individual therapy are based on the clinician's philosophy and specific learning capacities of the individual child.

Two methods are used to provide group speech stimulation:

1. ALL TRAC - Aiding Language and Learning Through Rhythm and Content by Sally Sinclair, M.A., Susan Wallace, M.S.*

This program is designed to motivate the speech and language delayed child in acquiring communication skills and in improving intelligibility. In one lesson plan, the children progress through:

(a) sound in isolation
(b) sound in syllable
(c) sound in word or phrase
(d) sound in concrete expansion

The lesson are designed to contain rhythm so that the child can actually feel how the sound is made and content, so he/she can relate the sound to a meaningful situation. (See Appendix B for lesson plan.)

2. ALL PROGRAM - Articulation and Language Learning by Louis J. Rosso, Ph.D., Janet Buie, M.S., and Susan K. Simpson, M.S.**

This program presents articulation therapy in a language framework through use of a natural environmental approach. Included in the program are activity sheets for children, parents, and teachers, as well as a format for an individualized educational plan.

*Taken from Adler, Sol, Nolan, Ollie J., Sinclair, Sally S., Thomas, Anna deG., and Wallace, Susan M. An Interdisciplinary Language Intervention Program. University of Tennessee, Knoxville, Tennessee, Second Edition, 1976.
**Rosso, Louis, J., Buie, Janet P., Simpson, Susan K. Articulation and Language Learning: (ALL Program). Early Education for Speech and Hearing Handicapped Outreach Program, March, 1978.

COGNITION

Cognition refers to the higher thought processes; inclusive is the manner in which the individual acquires, organizes, stores, retrieves and utilizes knowledge. Cognition involves problem solving and judgemental processes, as well as language. Basic to these skills, however, is the child's ability to perceive and conceptualize his environment.

The cognitive-based curriculum is highly individualized; the children are grouped according to ability. Specific goals and objectives of a readiness nature are selected. The children work on skills relevant to visual and auditory abilities which allow for the development of prewriting, reading, and arithmetic readiness.

It is imperative to move from the concrete level to the abstract in presenting concepts. It is also necessary to follow an orderly sequence; to build a hierarchy in teaching the skills. The children are taught concepts in a variety of forms: movement exercises, group and individual games, table activities and occasionally paper-pencil activities. Task analysis is essential in order to effectively and efficiently teach the child.

The following is a set of goals and sample lesson plans.

Ages: Approximately one - two and one-half

1. Repeats actions that produce a noise.
2. Imitates handclapping and other simple movements.
3. Uncovers toy he/she has seen hidden.
4. Watches and tries to imitate use of toy.
5. Looks at pictures in book.
6. Squeezes toys and laughs at squeals.
7. Gives toys to adult on request.
8. Performs simple gestures on request.
9. Puts small objects in container, dumps and repeats.
10. Stacks three blocks on request.
11. Matches like objects.
12. Looks at picture book and turns pages.
13. Scribbles.
14. Places five round pegs in pegboard on request.
15. Matches objects with picture of same object.
16. Completes three piece formboard.

Ages: Approximately two and one-half - three and one-half

Visual Skills

1. Matches colors: red, yellow, blue, green.
2. Able to show me red, yellow, blue, green.
3. Identifies: red, yellow, blue, green.
4. Points to tongue, neck, arm, knee, thumb, chin, leg on command.
5. Points to boy and girl on command.
6. Finds hidden objects in busy picture.
7. Replaces two objects on table after view for several seconds.
8. Names objects which saw on table after they are removed (2).
9. Matches sequence or pattern of blocks or beads.
10. Can play lotto game: find matching pictures.

Prewriting Skills
1. Draws diagonal in imitation.
2. Draws + in imitation.
3. Draws v stroke in imitation.
4. Draws a square in imitation.

Arithmetic Skills
1. Counts to five in imitation.
2. Matches equal set to sample of one to five objects.
3. Picks up specified number of objects.
4. Matches circle, squire, triangle.
5. Able to show circle, square, triangle.
6. Identifies circle.
7. Names big and little objects.
8. Points to long and short objects.

Reading Readiness
1. Names sex: Are you a girl or boy?
2. Tells actions in pictures.
3. Describes two events or characters from familiar story.
4. Repeats finger play with words or actions.
5. Tells which objects go together (i.e., plate, cup, sock, shoe).
6. Arranges objects into categories.
7. Names objects as same.
8. Recalls two objects seen in picture.

Auditory Skills
1. Carries out series of two commands.
2. Identifies various sounds that are made in the room.
3. Auditory discrimination activities--distinguish noisemaker from choice of two.
4. Auditory memory activities - two items.

Ages: Approximately three - four
Visual Skills
1. Matches sequence or pattern of blocks or beads.
2. Copies pegboard pattern.
3. Plays lotto game.
4. Names objects which saw on table after removed.
5. Tells what's missing when one object is removed from a group of three.
6. Able to show me: red, yellow, blue, green.
7. Able to identify: red, yellow, blue, green.

Prewriting Skills
1. Draws v stroke in imitation.
2. Draws + in imitation.
3. Draws a square in imitation.
4. Draws a triangle in imitation.

Reading Readiness
1. Tells actions in pictures.
2. Describes three events or characters from story.
3. Recalls three objects seen in picture.
4. Repeats finger plays.
5. Tells which objects go together (i.e., plate-cup, sock-shoe).
6. Arranges objects into categories.
7. Names objects as same or different.

Arithmetic
1. Counts to five in imitation.
2. Matches equal set to sample of one to five objects.
3. Picks up specified number of objects one to five.
4. Names big and little objects.
5. Points to long and short objects.
6. Tells if object is heavy or light.

Auditory Skills
1. Carries out series of three commands.
2. Acts out simple paragraph.
3. Identifies various sounds made in the room.
4. Distinguish noisemaker from choice of three--auditory discrimination activities.
5. Auditory memory activities--three items.

Ages: Approximately three and one-half - four and one-half
Visual Skills
1. Matches sequence or pattern of blocks and beads.
2. Copies pegboard pattern.
3. Plays lotto game.
4. Names objects which saw on table after removed.
5. Tells what's missing when one object is removed from a group of three; five.
6. Folds paper in half.
7. Folds triangle from paper 6" square in imitation.

Prewriting Skills
1. Copy v stroke.
2. Copies square.
3. Copies triangle.
4. Draws a face.
5. Draws a person.

Reading Readiness
1. Repeats finger plays.
2. Describes three events or characters from story.
3. Recalls four objects seen in picture.
4. Tells which objects go together (plate-cup, sock-shoe).
5. Arranges objects into categories.
6. Names objects as same or different.
7. Can compare three pictures (i.e., which is prettier).
8. Can tell pictorial likenesses and differences.
9. Acts out short sentences.

Auditory
1. Carries out series of three, four commands.
2. Distinguishes noise maker from choice of four auditory discrimination activities.
3. Auditory memory activities - three and four items.

Arithmetic
1. Counts to ten in imitation.
2. Matches equal set to sample of one to eight objects.
3. Picks up specified number of objects, one to eight.
4. Names big and little objects.
5. Points to long and short objects.
6. Tells if object is heavy or light.

Sample Lesson Plan - Cognition
Group Readiness (developmental age of 3 - 4½)

Goal	Method	Materials
1. Match visual sequence or pattern of blocks or beads	1.a. Follow the leader game--the teacher presents a pattern of blocks on the table or beads on a string. The child is then asked to duplicate the pattern. Verbal and visual cues may be used initially, eventually fade the cues.	blocks beads string
	b. Geometric shape patterns - the child and the teacher each have a manila folder with each of the geometric shapes. The teacher places her/his shapes on the folder in a certain order and the child is to duplicate the pattern. With increased ability and a variety of colored geo-shapes; the child then must match geo-shapes as well as color.	paper geometric shapes manila folders
2. Prewriting a. Copies a square	2. Provide opportunities for child to draw a square in sand and in shaving cream on a table. Initially provide physical prompts. Fade.	shaving cream sand
b. Copies a square	Present a picture of a house to the child with the base of a square. Have broken lines which the child must connect in order to complete the base (square). . . . Decrease the number of . . . dots for the child to connect. Present many opportunities for the pupil to draw a square. Fade the number of connect-a-dots. . . Eventually, have the child draw a square by . . him/herself	ditto sheets crayons
3. Auditory Skills Follow 3 stage command	3. Store Game. Numerous store type objects are set on the table, along with a grocery bag. The child is instructed to go to the store and buy: kleenex, paper towels and salt. Initially, random selection of items is acceptable. With increased ability have the child purchase the items as verbally expressed.	grocery bag kitchen items

4. Arithmetic skills Knows name of penny, nickle, dime, and quarter	4.a. Matching level. The teacher draws a coin from a small purse and asks the children to find one just like hers/his in the purse. Each coin is also identified. The children can then provide the stimulus coin and draw from their purse for the others to match.	coins and purses/pupil
	4.b. Show me. Store type items are placed on the table. The child can go to the store and buy an item. The teacher then tells the child how much the item costs. The child then gives the teacher the proper coin.	coins store items
	4.c. Identification. Pass the coin. The children sit in a circle and pass the coin around. On a signal, the children stop passing the coin and the child holding the coin must identify it.	coins
5. Reading readiness Sequence events from a story.	5.a. The group is provided with four pictures. The teacher reads four short sentences which illustrate the sentences. As the teacher reads the sentences, the children stand in line when they hear the one which describes their picture. When all of the children are lined up, the teacher rereads the sentences and emphasizes the sequence.	sequence pictures
	b. Give each child a sequence card and ask him/her to describe what is happening in the picture. The group then sequences the cards in the proper order receiving cues from the teacher.	sequence cards
	c. Each child is given a sequence puzzle. He/she is asked to arrange the cards in the order of what happens first and what happens next.	sequence puzzles

PLAY

Free play serves as a multi-purpose developmental period of the day for the children. Although the children are not sitting in a structured learning situation, they are actively learning and growing during this time. Play provides the children with an opportunity to learn to express themselves and to enjoy the people and the world surrounding them.

Play is that time of the day when the child can:

1. Explore the environment.
2. Develop and exercise motor skills.
3. Socialize - the child is given an opportunity to develop and learn about relationships.
4. Work out problems.
5. Role play.
6. Fantasize and imagine.
7. Attempt tasks at his/her own pace.
8. Learn how objects are constructed and their usage.
9. Experiment with the known and unknown.
10. Enjoy him/herself.*

The Pediatric Language Laboratory has a very structured free play period in the morning. The child is presented with choices of activities and materials which may be utilized during this time. The child is encouraged to move, at his/her leisure to the various activities. During a session, it is hoped that the child will circulate to all of the areas which he/she wishes to experience. Following is a list of sample activities to be used during this time:

1. Sand and water play
2. Bubbles
3. Art activities
4. Dramatic play
5. Work bench activities
6. Block building
7. Flashlight play
8. Store games
9. Puppet play
10. Tasting and smelling activities

Besides this structured free play period, the children are given opportunities to play with bicycles, toys, climbing equipment, playground equipment, sand, water and many other things. It is felt that the play periods foster creativity, decision making, language stimulation and exploration of the environment. It is essential that the daily schedule provide a balance between the structured and non-structured portions of the day.

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*Concepts presented in handout developed by Dr. Kathleen Dunlop, Associate Professor of Education and Psychology, Peabody College, Nashville, Tennessee at KAYC Spring Workshop, 1978.

MUSIC

The music program provides an opportunity for the child to creatively express him/herself in a less traditional manner. Music is an art form; it provides the child with numerous experiences; the child can express him/herself creatively while participating in the learning process.

Musical experiences may take many forms:

1. Original expression
2. Experiences with instruments
3. Concept extenders
4. Traditional songs
5. Songs for pleasure

Opportunities for music may be scheduled into the day and/or occur as a spontaneous experience. It is the teacher's responsibility to: show an interest in spontaneous activities, to provide time for music, adequate space and freedom to explore with materials and body movement, and to keep things moving smoothly.

It is important that the teacher follow these principles in conducting a music lesson:

1. When new instruments are introduced to the children, they should be given an opportunity to explore them in an unstructured situation.
2. Pace or time the lesson so that children are actively involved and interest is maintained.
3. Follow the techniques of group management.

Sample activities which interest and actively involve the child follow:

1. Provide a musical background and have the children move various body parts to fit the description (ex. fingers asleep in lap, at sound shoot fingers awake; hands comb hair or stroke a cat; head watches a tennis ball bounce back and forth).
2. Drawing to music - each child has crayon and large paper. Several different kinds of music are available to listen to. The music starts and the child is told to draw the way the music makes him/her feel. Vary the music regularly
3. Ponies in the barn - designate one area for the barn and a large area for pastureland. The ponies begin by sleeping in the barn. When the music starts, the farmer (teacher) lets the ponies out of the barn. When the music stops, all of the ponies return to the barn and go back to sleep.

4. Finger plays

5. Hickory Dickory Dock - use mouse ears, hat and triangle. One child is "Mouse" and he/she runs up the stairsteps. The other child has triangle. When the children hear the words "the clock struck one", the mouse runs down the ladder.

FIELD TRIPS

Field trips are an excellent method to broaden the child's experiences as well as incorporate concrete involvement into the concepts presented during the structured settings. The following is a list of field trips taken by the children at Pediatric Language Lab in the Knoxville, Tennessee area. Ideas for language and cognitive development are included by each location.

1. Kay's Ice Cream Plant - A tour of the main plant demonstrates how the ice cream is made, flavored, and packed for distribution. A good generalization activity for such units as: foods, things we like to eat, and making things.

2. U.T. Farm - Touring the farm would provide the opportunity to see the farm animals in their natural setting. Additionally, the dairy farm is available for touring. Appropriate units for this trip are: animals, farm, food.

3. Fire Station - A trip to the fire station is appropriate during community helpers and safety units. The children will be able to talk to the firemen, try on their uniforms and ride the fire engine.

4. Library - Storytime and movie sessions are available at the Public Libraries. This trip might be appropriate for small groups. The times of these sessions vary.

5. McDonald's - Any of the individual McDonald stores will provide tours of the kitchen area and how the food is made and packaged. Appropriate units include such ones as: cooking, food and family activities. For scheduling, contact the individual McDonald stores. There are some stores which have decorations which are centered for children.

6. Coca Cola Plant - A trip to the bottling company would provide the opportunity to view the mechanization involved and how the cokes are packed and readied for shipping. A free coke is provided at the end of the tour. Appropriate units would include: things we like to eat, groceries, and making things. Tours are provided at 10:00 a.m. daily.

7. Airport - Possible ideas for this trip include: watching airplanes take off, visiting the airport (lobby, ticket counters, and gates), and touring the inside of an airplane. A good activity for units involving transportation, people, vacations, and jobs.

8. Zoo - To visit the zoo, contact the main office for scheduling. For free admission, be sure to identify the day care center as dealing with handicapped children. It is an excellent trip for an animal unit and families (i.e., mother and baby concept).

9. Bus Ride - A U.T. bus ride would be an excellent generalization activity for such units involving transportation.

10. Post Office - Mailing letters, buying stamps, and watching the mail be processed are activities that would correspond to a Valentine's day, community workers, and mail units.

11. Kern's Bakery - At the bakery, the children will watch bread being baked, packaged, and readied for delivery. Corresponding units include: Food, groceries, cooking, etc. A snack is provided at the end of the tour.

12. For recreational activities, trips to parks, including Tyson Park and the U. T. Track are appropriate.

ART

Creativity, as well as self expression, is a major objective of the art period. The child is given an opportunity to express him/herself in a medium other than verbal language. For example, the use of particular colors used in a painting may be more significant than the content; emotional thoughts and feelings may be related by color choice.

It is essential that the process of the activity be emphasized rather than the end-product. The child should receive pleasure in doing the activity rather than be concerned about whether or not his/her project looks like a specific object. For example, what appears to be a scribble on a piece of paper to the adult may represent a ball to the child. It is important to reinforce the child for his/her attempted expression.

Art is a means for the child to develop his/her manipulative skills. For example, fine motor skills are enhanced by the following activities: cutting with scissors, tearing paper, pasting objects on a collage, and painting with a brush. Following is a sequence of manipulative stages:

1. Level I - there is very little manual control. The child is able to reach, grasp, carry and release objects. Appropriate activities at this stage would be finger painting, pudding play and clay.

2. Level II - hand control has improved. The child is able to hold a utensil, mark with it and manipulate the paper with the other hand. Stage appropriate activities include: pencil, crayon and brush markings.

3. Level III - the child is able to discriminate size, shape and color. He/she is ready to make choices concerning the content of a collage.

4. Level IV - the pupil demonstrates an ability to construct and/or produce a whole from parts. Stage appropriate activities include: simple folding activities such as paper planes; paper chains, and weaving paper mats.

Oftentimes, simple activities are those enjoyed the most by the child. He/she understands the process and can achieve satisfaction in the process and reinforcement from the final product. It is the educators' responsibility to plan and to administer an art program which will be rewarding for the child. Creativity assumes many forms; it is our responsibility to stimulate the source.

NUTRITIONAL HEALTH

Introduction

The nutritional programming is a very important and significant component of the day care center. Many of the children do not receive adequate food supplies, nutritionally and/or quantitatively. Therefore, it is our goal to provide a sound and well balanced food program each day.

It is felt that there is a direct relationship between learning and the diet. If a child comes to school hungry, it is difficult for he/she to concentrate on learning skills rather than on his/her physical state. By nature, the malnourished child tends to be more irritable and apathetic than the well-fed individual. In order to ameliorate the physical discomfort, the children are provided an early morning snack, as well as a late afternoon snack. In an attempt to provide the children with highly nutritious food, the following snacks have been utilized at the laboratory:

Snacks

Week I	A.M.	P.M.
M.	granola cereal and milk	celery and cheese and grape juice
T.	chewy charlies and apple juice	applesauce and milk
W.	ritz crackers and cheese and orange juice	date surprise on graham crackers and milk
T.	granola bars and grape juice	pineapple and cheese and milk
F.	peanut butter, raisin bread and apple juice	peaches and milk
Week II		
M.	granola cereal and milk	fruit mix and milk
T.	cheese crispies and orange juice	applesauce and milk
W.	oatmeal bars and grape juice	date surprise and milk
T.	unbaked cookies and apple juice	celery and cheese and milk
F.	sesame crunch snack and orange juice	ritz and peanut butter and milk

Recipes and Cost (at time of preparation in Knoxville, Tenn.)

Granola cereal - $.95 for 16 ounces.

Chewy Charlies - mix ingredients, chill and roll into balls.

1 cup peanut butter	.35
1 cup dry milk	.05
1 cup raisins	.26
1 cup corn syrup or Karo	.16
	$ .82

Ritz crackers and cheese

12 oz. Ritz crackers	.59
32 oz. cheese	1.89
	$2.48

Granola bars $1.05 for 12 bars $.09/bar

Raisin bread and peanut butter $.03/slice
Use whole grain bread, spread on peanut butter and a few raisins.

Cheese Crispies

2 cups cheese	.94	Mix ingredients, form in balls
2 sticks margarine	.39	and bake at 350 degrees for
2 cups flour	.10	10 minutes.
2 cups rice cereal	.12	
	$1.45	

Oatmeal Bars

12 ounces carob chips, chocolate chips ($1.03) or butterscotch chips ($1.56)

3/4 cup peanut butter	.26	Combine chips and peanut butter.
2½ cups oats	.20	Cook until smooth. Stir in oats
1/2 cup granola	.12	and granola. Pour in pan.
Use of chocolate chips	1.61	Chill.
Use of butterscotch chips	2.14	

Unbaked Cookies

1/2 cup Karo syrup	.08	Combine and chill. Roll into
1/2 cup peanut butter	.17	balls.
3 cups rice cereal	.20	
	$ .45	

Sesame Crunch Snack

1/2 cup peanut butter	.17	Mix and form balls. Roll in
1/2 cup honey	.23	sesame seeds.
3/4 cup corn flakes	.03	
1 cup sesame seeds	.43	
	$ .86	

Date Surprise on Graham Crackers

12 ounces cream cheese, softened	.83	Mix cheese and dates. Spread on graham crackers.
1 cup chopped dates	.75	
graham crackers	1.58	
	$3.16	

Snack time provides more than the nutritional component; it is a period of the day when the child can socialize with peers and adults. Language concepts can also be taught during this time; for example, size, taste, smell, quantity and texture.*

ARCHITECTURAL DESIGN AND THE LEARNING ENVIRONMENT

Introduction

The style, color or hue and the arrangement of the classroom will effect the behavior and the interactions of the children as well as the staff. Whether the children utilize materials, equipment and space appropriately or in a disorganized manner, is dependent upon the organization of the total environment. Consultants from the department of Interior Design and Architecture were employed to help develop these principles.

In planning for maximum learning experience, it is important to remember:

1. Materials should be organized into centers - math, language, fine motor, art and workbench.
2. Materials should be presented sequentially, and when the children demonstrate a readiness.
3. Children should have an opportunity to explore the materials.
4. Materials should allow the child to be creative; materials which may be used in many fashions promote creativity.
5. Control and/or limit the number of available materials so that the children are not overstimulated.
6. Rotate the material periodically.

*Many additional recipes can be obtained through relevant articles in Prevention Magazine.

Inside Environment

In conjunction with the School of Architecture, an educational module involving a platform-type structure was designed in order to: aesthetically enhance the Pediatric Language Laboratory Annex, utilize space more effectively, and provide an innovative environment in which the children can play and work.*

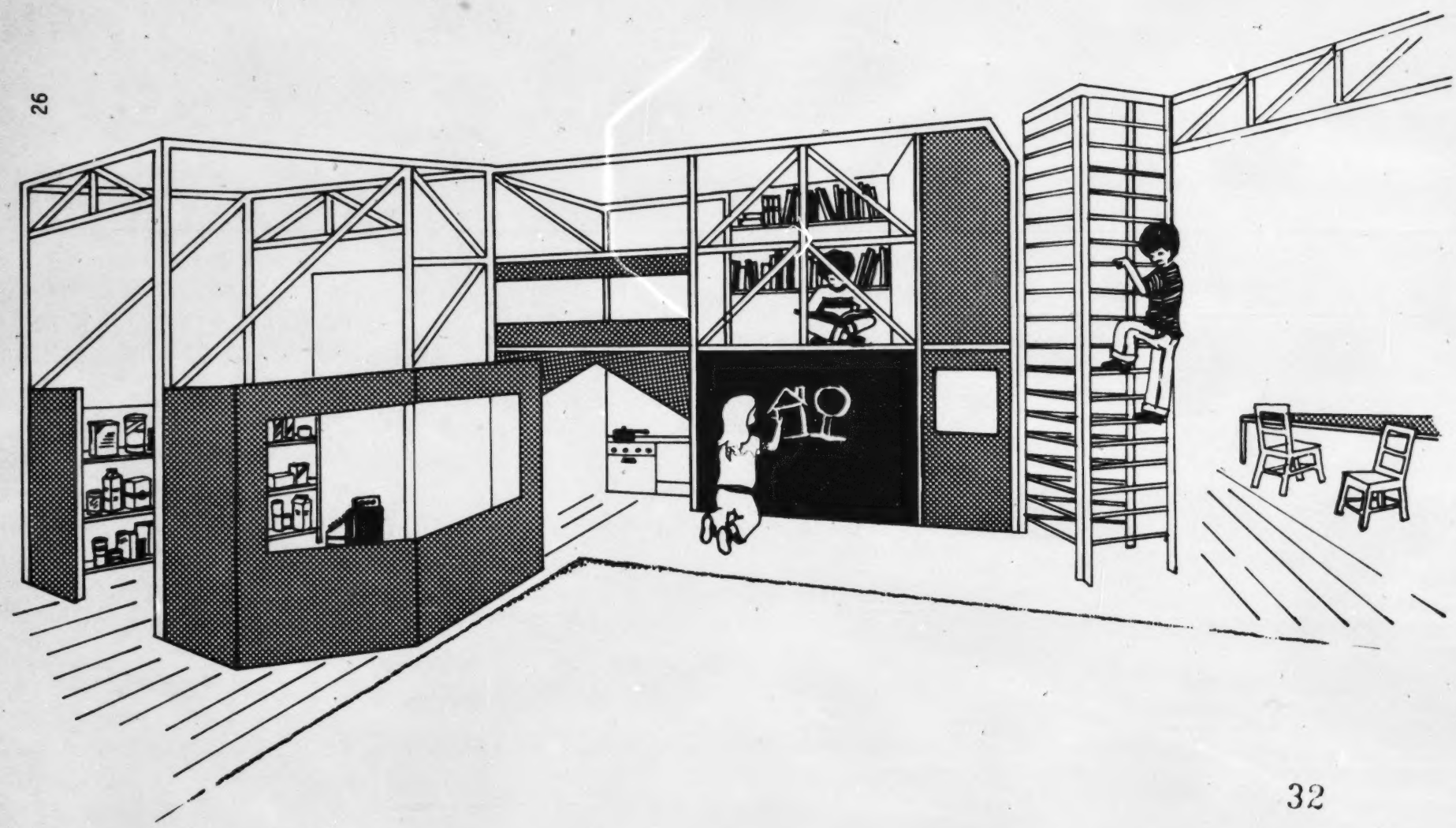
The platform is constructed with various rooms and compartments, a store-type counter, and an upstairs and a downstairs. The construct provides an opportunity for:

1. The children to exercise their gross motor skills.
2. The enhancement of language skills.
3. The children to find a private space.
4. The children to play cooperatively.
5. The children to role play.

The construct has been painted multi-colors; particular colors emphasize geometric shapes in the design. An upright mirror and a large chalkboard of child height are also features of the platform. The mirror lends itself to the clear formation of self image and role playing opportunities.

Exploration and utilization of the platform will be continuous. Creative expression is such that the children will be looking for and discovering new opportunities and means to interact with and within the environment.

*Designed by Asher Dermon, Ph.D., School of Architecture, University of Tennessee, Knoxville.



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Outside Environment

Originally, a small front yard playground was prepared as a play area for the children. Within this space was built a sandbox, two wooden benches, a tire bouncer (wooden platform with six tires and a steering wheel) and a small playhouse complete with a slide, ladder and three short tire swings. PLL was fortunate to obtain an additional and much larger area adjoining the annex. This provided a space for running as well as additional equipment. Within this enclosed space was built a playground, by the staff and friends of PLL, which includes a large set of tire swings, a tire cluster, and adventure wall, and two benches. The structures are stimulating to children in terms of gross motor skills and, most importantly of all, the space allows that favorite activity of pre-school children, running. The play structures were designed and copy-writed in 1975 by Tom Barnard and Ric Mixon.* The structures are low cost, low maintenance and are able to be constructed in one day by do-it-yourselfers.

BEHAVIOR MANAGEMENT

Introduction

It is the responsibility of the teacher to see that learning occurs. When a child's behavior is interfering with the learning process, it is imperative to change materials, techniques, and/or motivational systems. When necessary, either nutritional or psychopharmacological options should be explored. Examine the kinds of foods the child eats; some authorities believe that mal-behaviors are triggered by food allergies. Thus, it is quite possible that some children may alleviate their behavioral problems by simply altering their eating habits. Dr. William Crook, a physician in Jackson, Tennessee, has published a number of relevant articles and books that would be of help to interested parents.

Motivation generally takes the form of positive reinforcement, which is a desirable consequence. Positive reinforcement may be presented in the following manner: as a social reward which includes praise or physical contact; a tangible reward such as food, money, or tokens; and/or participation in a special activity.

At times, it is necessary to control the behavior of the student. Effective means of control include: removal from positive reinforcement (i.e., time out), and/or over correction (having the child repeat an undesired behavior over and over), ignoring the child, or having the child miss a turn.

*Plans and building instructions can be obtained from:
Kid Stuff Company
P.O. Box 8170
Knoxville, Tennessee 37916
Attention: Tom Barnard

The emphasis at the Pediatric Language Laboratory is on the positive behaviors manifested by the child. Physical contact is important to the child, as well as positive comments on his/her behavior. When a child is complying with a command or responding in an appropriate manner, he/she is told that what he/she is doing pleases us. For example, "Sally, you are sitting nicely." Some children need tactile stimulation as a demonstration of interest. They respond to affection and work very hard to receive attention from the adult. If you wish to change a child's behavior, the most effective way is through positive reinforcement of the child.

Oftentimes, a child needs some verbal explanation about what is occuring in the surrounding environment. For example, change in the daily routine may be difficult for some children to cope with. If such is the case, it is most appropriate for the educator to forewarn the child about upcoming changes; "We're going to eat lunch later today because . . ."

Some children have a difficult time acknowledging and/or expressing their feelings. It may be helpful at times to make a simple statement which may serve to clarify feelings for the child. You feel angry because-- may be a helpful statement.

Behaviors are displayed for many reasons. It is necessary to constantly monitor behavior and to receive cues from the child. After receiving the cues, it is important to adapt the stimuli, accordingly.

Individual Behavior Management

Some children enrolled in the Pediatric Language Laboratory have very specific behavior problems. Many times, simple behavior management techniques will be effective; however, when the behavior impedes progress in the classroom, as well as causes a difficult home life for child and family, a stringent behavior program is initiated at home and in the classroom.

The following is an example of a specific program carried out in the two environments:

Billy was a child enrolled at Pediatric Language Lab who created problems for the staff and other children by hitting, kicking, spitting and biting. His mother reported similar behaviors at home in addition to other misbehaviors that bothered her.

1. Home program

   PLL staff consulted with the mother to determine which undesirable behaviors were most prevalent at home and most annoying to her. Then methods of punishment used by the mother were discussed. Spanking was the method most often used. However, the mother admitted that this had little effect on Billy. Consequently, other behavior management techniques were discussed; i.e., ignoring and time out. The mother and the staff agreed that spanking could be used for one behavior that the mother considered the worst and the new methods for the other behaviors.

A chart was then made by the staff and mother jointly. It included all of the negative behaviors that the mother wanted to extinguish, the method of punishment, as well as positive things Billy had done. The staff felt that emphasis on positive behaviors was an important factor in the behavior management program, as previous experience in working with the mother had shown her to be a person who had a difficult time giving affection and positive reinforcement to her children.

The following is the initial chart drawn up by the staff and mother.

a) Behavior Program of Billy

Behavior	What to do
1. Hits mother with his head.	Spank.
1. Fights with other children. 2. Gets things out of refrigerator. 3. Jumps up and down on couch. 4. Spits. 5. Doesn't like to go to bed.	Time out (3 to 5 minutes standing against wall). You must stand near him at first.
1. Wants mother to carry him down steps (hits mother if she won't carry him).	Don't carry him. If he walks by himself, give him a big hug and tell him he's a big boy.

b) Billy's Good Behaviors

1) Helps put up groceries.

2) Gets Ruby's clothes from other room.

The mother could only think of a few good behaviors initially; these increased during the month following the initial conference.

The mother agreed to call the social worker on Monday and Wednesday mornings and come in on Friday mornings for one month. The purpose of these contacts was to give the mother an opportunity to discuss any problems with the behavior management program with the staff. On Friday, if the mother had called and come in, she was taken out to lunch by the social worker.

At the end of one month, the results of the program were mixed. The mother made the necessary contacts during the first two weeks and consequently was taken out to lunch. Her phone calls and visits then became irregular. There were several problems in the home which served to disrupt her schedule and she did not carry out the reinforcement program. PLL staff continued reinforcing and encouraging the mother. A pattern of contacts was established and she did begin to see improvement in Billy's behavior at home as a result of the program.

2. School program

A behavior management program was also initiated during the two 45 minute structured time periods at Pediatric Language Lab. The goal was to reduce the following behaviors:

1) destruction of materials

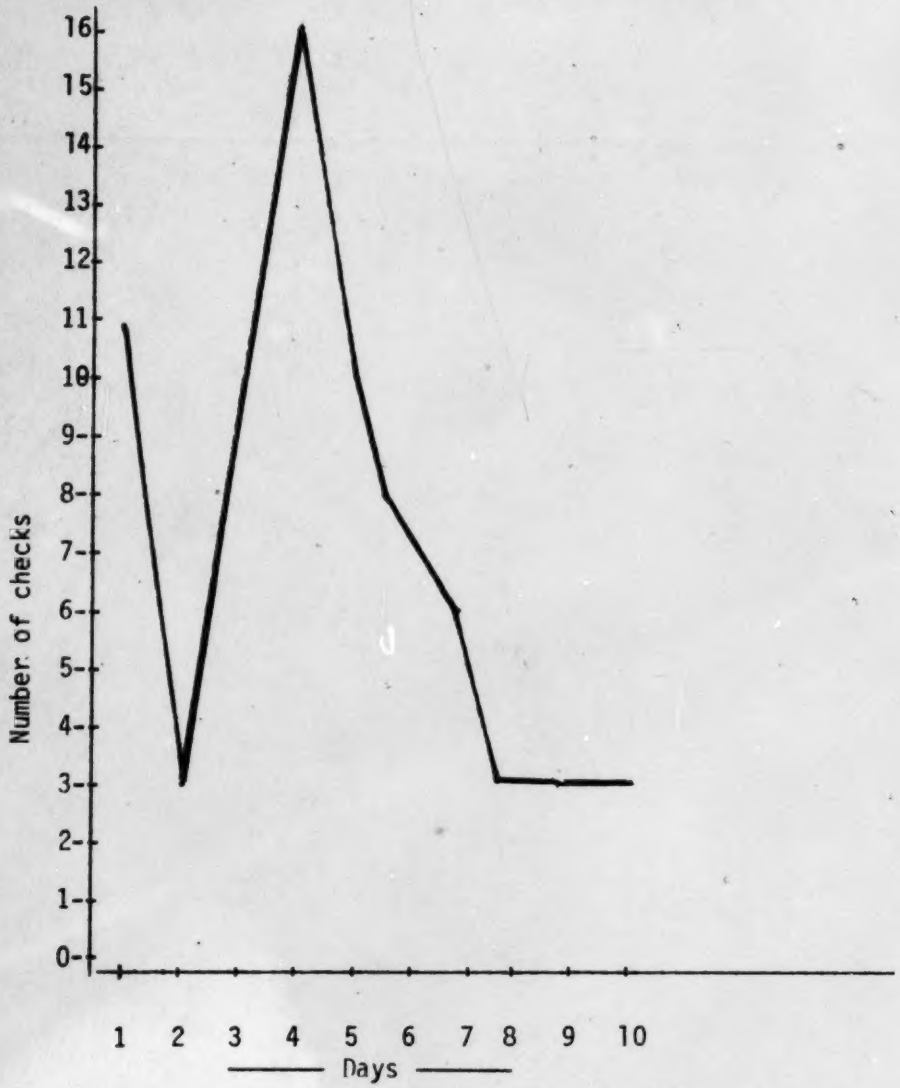
2) talking out of turn during group time.

3) hitting.

4) out of seat behavior.

During the first 45 minute session, Billy was given a checkmark each time one of the above behaviors occurred. If he received two or fewer checkmarks, he received his entire outdoor free play. For each two checks beyond the basal, he lost ten minutes of free time and had to sit on a chair inside. During the next 45 minute session which followed free play, the same check system was used. However, if Billy received two or less checkmarks, he was allowed to pick a small toy from the surprise bag.

Following is a chart of Billy's behavior as it was altered.



Pre test data was taken on the first three days. The behavior management program was initiated on the fourth day and continued to be successful as long as it was used.

FAMILY EDUCATION / COUNSELING

A. Introduction

Family education and counseling is considered an extremely important component of the Pediatric Language Laboratory program. Recognizing the need for consistency in a child's life, an attempt is made to coordinate the PLL activities with the home routine, i.e., behavior management, meal time, parent-child activities, etc. It should also be remembered that the PLL clients must meet Title XX income guidelines for eligibility. Therefore, we are dealing with a group of people who have lower income levels and limited resources, resulting in transportation problems and the lack of availability of medical services. Oftentimes, day to day "survival" needs must be met before the parent's concern can be centered on home education programs.

Because the staff of the PLL deem it extremely important to have home education in conjunction with the day care program, a staff member has been designated as "parent educator". The parent educator is supervised by the Administrative Social Worker, who also performs parent education tasks as necessary. The parent educator and social worker collaborate with the other members of the PLL interdisciplinary team, i.e., the communication specialist and early childhood educator in setting goals, developing plans and reviewing results of the home education program. Graduate students in speech pathology and social work are also involved in home education. They are assigned to work with families who have problems which can best utilize the specific skills of the students. All PLL staff and graduate students who are involved in working with families are supervised by the Administrative Social Worker who possesses a Master's degree in Social Work. The above-mentioned staff are encouraged to take part in relevant training seminars as well as participate in staff in-service training programs and conferences with the social worker.

The role of the parent educator is generally to serve as liaison between the PLL program and the home. This person develops a relationship with the family of each child in the program. Families differ in the amount of attention they require and in the needs that they have. The parent educator works with the parents and staff in order to provide some continuity in the child's life as well as guide the family in carrying out a beneficial family education plan. Many parents experience situations involving their language delayed child with which they do not have the resources to deal. The parent educator can then aid in locating appropriate support services. The role of the parent educator will be explored in further detail throughout this section.

B. Initial Screening

At the time of the initial screening of the child by the PLL communication specialist, the parent is interviewed by the social worker and, if possible, the parent educator. A brief outline of the program and the requirements for enrollment are given, i.e., health record, Title XX certification procedure. A home visit is then scheduled with the parents. The social worker and parent educator make the home visit to obtain case history information and discuss in depth the parent education portion of the PLL. Parents are strongly encouraged to spend a day at the PLL in order

to observe the activities. During the home visit a packet of informational booklets is given to the family. This includes material on nutrition and health problems as well as a PLL daily schedule (see Appendix A). A date is then agreed upon for the child to begin the program.

Children and families are given time to adjust to the routine of the PLL before parent education is initiated. During this time, contact is kept with the family to aid in securing other services as necessary. It is firmly believed that the families' immediate tangible needs must be remedied before parents can concentrate on intangible problems such as the child's delay in language. Therefore the social service staff aids in obtaining Food Stamps, securing clothing, and/or providing necessary transportation. Aid in obtaining these services will be given as necessary throughout the duration of the child's stay in the Pediatric Language Laboratory.

C. Family Counseling

An integral part of any comprehensive child development program is counseling with the family as a whole or with any family member as needed. Counseling is provided particularly on areas of concern surrounding the child enrolled in the PLL. The staff will aid in crisis intervention and short term needs relating to family structure and stability. Long term counseling needs such as marital relation, interpersonal conflicts, and social relationships, are referred to an appropriate agency such as child and family service or a mental health center. Regular contact is maintained with these agencies in order that services can be effectively coordinated and appropriately geared to suit the client-family needs.

D. Family Education

The intensity of the parent education plan will vary with each family. Some families do not need extensive training in stimulation techniques to use with the children. Therefore the plan is flexible and is adapted to individual needs. Some parents will need weekly sessions while others need only occasional contact. The parents' willingness to cooperate also affects the degree of intensity of parent education. Assuming that the parents are willing to cooperate, a home education plan will be initiated within the quarter after the child is enrolled in the PLL.

Within the first quarter of enrollment, the child will participate in a diagnostic evaluation. Home lesson plans are developed on the basis of the evaluation and the quarterly goals prepared for each child. These plans are developed cooperatively by the staff, including the speech therapists, teachers, social worker, and parent educator. The parent educator then reviews the plan to insure that the parents can understand it and presents it to them. The parents sometimes make recommendations regarding problems that require staff attention. The parent's ideas are incorporated into the educational plan. The parent educator makes regular home visits which consist of a discussion concerning the effectiveness of recommended techniques, any other problem areas which may have arisen, and

a session on what should be done next at home and how to carry it out. The lesson plans deal with a variety of tasks. These include behavior management, child-rearing problems, and language, cognitive, and motor activities (See Appendix A and B).

To help in understanding the activities prescribed in lesson plans the parents are brought to PLL to observe video tapes of sessions with their children. In other instances the child may be taken home by the educator who will demonstrate to the parent activities to be done with the child at home. These methods have proven more successful than merely explaining the lessons or giving the family a written plan. The importance of siblings, aunts, uncles, and grandparents in the parent/family education program must be recognized. It is often these individuals who carry out the plans and they very often provide the encouragement for parents to work with the child. The lesson plans and goals are revised and updated as dictated by the progress of the family. The records of goals and progress are reviewed quarterly.

E. Parent Association

The families have an opportunity to meet together under the auspices of the PLL Parent Association. The parents are encouraged to plan their own meetings with guest speakers, group discussions, or planned entertainment. Parents often share experiences, mutual problems, and solutions in these group meetings. Examples of past meetings include family picnics, pot-luck suppers, a musical show put on by the children, and guest speakers such as a nurse, nutritionist, protective service worker, and child development specialist. Parents appreciate the opportunity to meet with these individuals in a small group setting.

F. Time Frame

A basic time frame follows for the PLL home education program. However, the schedule is flexible and varies with each family.

Week I
Child screening/parent interview
Home Visit

Week II
Parent observes at PLL
Child begins PLL
Diagnostic therapy begins with child

Week III - V
Social service staff aids family in meeting any immediate needs

Week IV - V
Diagnostic evaluation is conducted
Parent observes child at PLL

Week VI
Parent conference is held with results of evaluation shared
Parent education goals are developed

Week VII
Parent education is begun (including PLL observation and home lesson plan)

Goals are then reviewed and revised quarterly. This is done for several reasons: (1) to coordinate family education with the quarterly classroom goals; (2) to provide required reports to the funding agency; and (3) to insure that goals are maintained at appropriate levels for the family

APPENDICES

APPENDIX A

FAMILY COUNSELING / EDUCATION
Parent Packet*

1. Parent Letter
2. Home Education Suggestions
3. Suggestions for Behavior Management
4. Toys

*These materials are given to parents when the child begins the PLL program. Also included in the packet are the following: a brochure concerning toilet training, nutritional guides, resources which are available in the community and other information which may be helpful to the parent.

Dear Parents,

Here is a daily schedule of your child's activities at PLL and a few other things which you might need to know. If you have any questions at all, please feel free to call us.

7:30 - 9:00	Arrive
9:00-9:15	Snack
9:15-10:00	Language
10:00-10:30	Free Choice/outside
10:30-11:00	Art
11:00-11:30	Cognition
11:30-12:00	Lunch
12:00-2:00	Nap
2:00-2:15	Snack
2:15-3:30	Art/Music/Gross Motor/Group Games/Speech Improvement
3:30-4:30	Go Home

The food served at PLL includes a hot lunch and a morning and afternoon snack. These are carefully planned to provide the children with a nutritiously balanced diet.

We ask that you provide diapers for you child if he/she needs them. We will work with you on potty-training when your child is ready. You may want to send an extra set of clothes for your child in case of an accident. Please be sure that all clothes have the child's name on them. We also ask that you send a blanket for your child to use at naptime. Please put his name on it, too.

The staff at PLL includes:

Susan Dodson - Program Supervisor

Patty Mallicote - Social Worker

Susan Hartley - Child Development Specialist

Doris Poston - Secretary

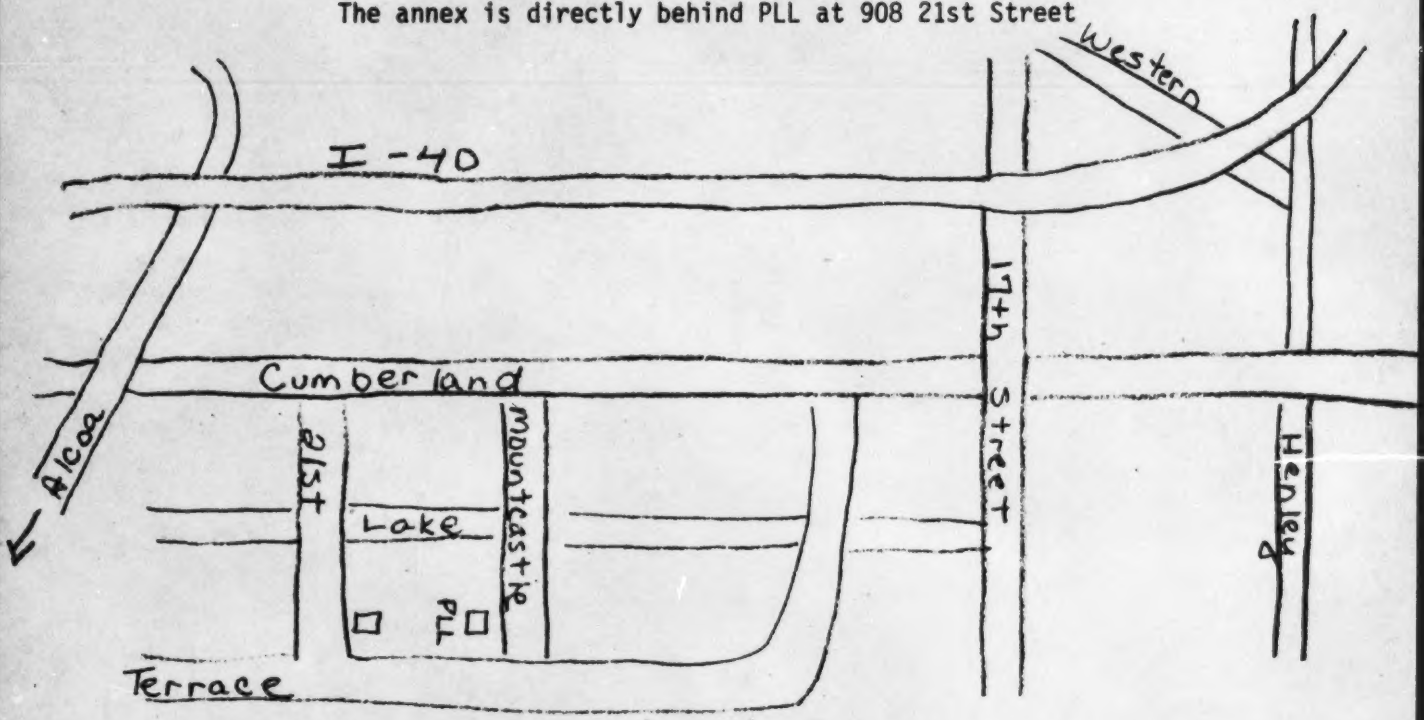
Betty Bush

Beulah Lord — Classroom Therapists and Aides

University Students

PLL is located at 909 Mountcastle on the U.T. campus

The annex is directly behind PLL at 908 21st Street



Our telephone number is 974-6702. Please feel free to call us anytime.

HOME EDUCATION SUGGESTIONS

This is a list of suggestions of things that you can do with your child at home which will help him. When you work with your child, remember to:

a. Be enthusiastic - make a game out of it, smile, laugh, act interested.
b. Show approval - when your child has made the right response, hug him, smile, say "good!", etc.
c. Be patient - if your child makes the wrong response, don't get mad, show him how to do it again. He learns just by watching you.
d. Talk, talk, talk!

1. Hold your child in your lap face-to-face and make sounds such as "pa, da, fa, ma, ba, etc." If he begins to imitate you, laugh and smile. make talking fun. Encourage his talking by repeating any sounds he makes.
2. While the child is in the tub, splash the water and make a "puh" sound. Try to get him to do it with you. Show approval only when he has really tried to say the "puh" sound.
3. Use blocks, or anything that you can stack, and place several in front of yourself and the child. Make sounds that he can imitate while stacking each block. You may also want to drop blocks into a can or bucket always making one sound each time you drop a block. Occasionally put a block in the child's hand and help him stack or drop it. Then turn the game into a build-up/knock-down or fill-up/pour-out. When you knock the blocks down or empty the can, always act surprised.
4. Call your child's attention to the sounds in his environment. Make a game out of imitating common sounds. When a truck goes by, imitate its sound. Chirp like a bird, bark like a dog, etc. The best time to do this is when he has just heard the real thing.
5. Encourage your child to talk. Try to get him to name objects and always be sure to give a hug and lots of praise when an effort is made to say a word. Whenever your child is trying to say something, give him lots of attention.
6. Another way to help your child understand and use speech is to read him simple stories. Name some of the objects in the pictures. Ask the child to point to them, and encourage him to name them after you. For example, you could say, "There is a <u>dog</u>. Show me the <u>dog</u>, Johnny." Give him a hug if he points to the dog or says "dog".
7. During each daily activity stress one word, and say it over and over again while you and your child are doing that activity. For example, while bathing your child, say "water" as he gets into the tub, say "water" when you put the washcloth into the water, and say "water" when you put the washcloth on him.
8. Work on the names of family members: mother, father, sister, brother, and baby. Try to use these words often around your child by saying things like, "Here is your <u>sister</u>, Johnny".
9. Hide objects in a box filled with shredded newspaper. Let the child dig into the box and find different objects.
10. Take one of your child's toys and don't let him see you while you hide it. Leave part of the toy where he can see it. Then ask, "Where is the toy?" If he finds it, give approval, if not, help him find it. Repeat this several times.

11. Show your child a small toy that he is interested in, such as small car or ball. Place two or three plastic bowls in front of the child upside down, and place the toy under one of the bowls. Show the child how to look under the bowls for the toy. Then move the bowls around with the toy under one of them and let him search for the toy.
12. Get a large cardboard box, paint it, and cut a door and two windows that will open and close. Let the child get in the box, open and close the door and windows and hear or try to say, "I see you!" Teach the child to understand, "Get in the box, I see you; get out of the box".
13. Let your child drop a ball into a trash can while you say, "Throw the the ball" then "Pick it up" then "Give it to me".
14. As you dress your child, lay out all his clothes. One at a time ask the child to, "Give me the shirt". Talk about the color of each piece of clothing and other things about it as you dress or undress the child. For example, "Let's put on the shirt. Pretty shirt. You have a shirt on." Or "Where's your shoe? Take off shoe. Blue shoe."
15. When looking at pictures in a book, ask the child to find the dog's eye or the horse's eye. Then ask, "Where is your eye?" Do the same with other parts of the body.
16. You can also help your child learn about the body parts during bath time. Ask things like, "Where is Johnny's foot?" and see if he can point to it. If he can point to it, say, "Yes, let's wash your foot." If he does not point to it say, "Here it is! Let's wash your foot." Do the same with other parts of the body.
17. Show your child a doll or puppet to get his attention. Make the toy touch a body part of the child (such as his hair, nose, foot, etc.) and say the name of the part as you touch it. Then help the child touch the same part of the doll or of yourself and say the name again. The child might like to do this in front of a mirror.
18. Play different games with a ball. Have your child "throw" it to you, "roll" it to you, "hand" it to you, "kick" it to you. For example, show him how to roll the ball and say, "roll the ball" while you do it. Then let him do it, and say it again.
19. Give your child two or three commands to do, such as, "Clap your hands, then pull your ears". You may demonstrate if you are sure that he does not understand. Divide the command into parts for easier understanding, "Clap . . . your hands . . . then pull . . . your ears". You can play Simon Says like this.
20. To teach your child how to wash his hands, go through the following steps, saying each one as he does it and helping him if he needs it.
    a. Turn on water
    b. Wet hands
    c. Get soap
    d. Wash hands
    e. Put soap back
    f. Rinse hands
    g. Turn water off
    h. Dry hands
21. Give the child simple directions such as, "Give Daddy his paper" or "Get me a shoe" or "Put the spoon on the table". If he does not understand, show him how to do it. Try to make it fun for him; be playful.
22. To help your child learn "on" and "off", let him help you turn the water on when you are giving him a bath, so that he can listen to the bathtub fill up. Help him turn in "on", have him listen, then help him turn it "off". Then you turn it on and off and have him tell you if it is on or off.

23. Allow the child to put his hands in a small tub of water and play for a few minutes. Give the child toys, one at a time, to "put in" and "take out" of the water. Show the action to him while saying "put in" or "take out".
24. Scatter paper plates on the floor in different areas of the room. Show the child how to "pick up" the plates. Watch to see how he picks up the plates and help him if he needs it. Say "pick up" as he lifts each plate.
25. The words "up" and "down" can easily be taught while dressing and undressing your child. Say, "Pull shirt up" or "pull pants down", etc.
26. Let your child put cereal bits into a small bottle. Then give him something larger to try to put into the bottle, a piece of paper or a ball, so that he can learn that some things are too big to fit into a bottle.
27. Teach your child words like "washing" or "drying" while you are doing the dishes. Talk about the child while you are doing it, "Johnny, see me washing". Then have him do it and say, "Johnny is washing". Or make a game out of going to bed by saying, "Let's march to Johnny's room", or "Let's clap to Johnny's room", then do it.
28. When you have taken your child's clothes off, hang them up. Tell him that you are "hanging up shirt". Then let him hang it up. Ask him what he is doing. He should say "hang it up". If he does not say it, repeat it and have him say it after you.
29. Play ball with your child. Say, "Throw the ball to me", then ask him, "What are you doing?" He should say, "throw ball". If he doesn't, say it for him. Do the same sort of things while throwing things into a trash can. Ask him what he is doing.
30. To teach the following words: hard, soft, rough, smooth, dark, light, have the child feel different objects in the house. Take his hand and run it over the object several times saying, "Feel this, it's smooth. Feel how smooth it is". Then use a different object, "This is rough, feel how rough it is". Have him say the words as he is feeling the objects by asking, "How does it feel?" For "light" and "dark" you can turn the light in a room on and off while saying the words. Or talk about the way it is light in the daytime and dark at night.
31. Go through some family pictures with your child. Point to family members and ask him, "Who is that?" Try to get him to say two or three words like, "My mother" or "That my brother".
32. Point to an object and ask your child what it is. Then ask, "Whose _____ is this?" Have him say, "My _____" or "Daddy's _____", etc.
33. You can help your child learn to use the names of body parts in sentences while giving him a bath. Ask him to tell you what he wants to wash first - chin, ears, nose, neck, arms, feet, etc. If he just says one word like "arm", tell him to say, "Was my arm". When he says the whole sentence, wash that arm. Play this game with as many parts of the body as you want and make it a fun time for both of you.
34. Help your child learn to count by letting him help you sort the laundry. When you have a stack of pants, shirts, etc., ask him how many there are. You can count them for him first. Then let him count them and help him if he forgets a number.

35. A good way to help your child learn the words "soft" and "hard" is to talk about different foods while he is eating. If he is eating a soft food like bread or applesauce, you can say, "This bread is soft" and let him feel how soft it is when he eats it. If you are eating a hard food like a cookie or a carrot, you can say, "This cookie is hard to chew". Your child should start to repeat what you say and understand what foods are hard and soft.
36. Show your child pictures and have him tell you all about what is happening in the pictures.

SUGGESTIONS FOR BEHAVIOR MANAGEMENT

There are many ways to deal with the behavior of children. The method that works best for you and your child may be different from the method that works best for another parent and his child, so you might want to try several different methods. Below are the ways that we use to manage the children at school.

A. Explain and Demonstrate

Always be sure that your child knows exactly what behavior it is that you expect from him. Parents seem to sometimes think that children are mindreaders and will automatically know just how their parents expect them to behave. This is not true. Children need to be told in simple language the specific behavior that is desired from them. Emphasize what the child is to do instead of what the child is not to do.

For example:
Say: "Leave the books on the shelf."
Do not say: "Stop putting those things on the floor."

If you are asking the child to do something that is new to him, demonstrate what it is that you want him to do. For instance, if you want the child to put his blocks in a box follow these steps:

1. Say: "It's time to put the blocks in this box."
2. Show: "I want you to pick up the blocks like I'm doing."
3. Help: "I'll help you put the blocks away this time."
4. Reward: "Thank you for helping to put the blocks in the box." (Give the child a hug.)

B. Ignore and Reward

Your child may sometimes behave in a way that really bothers you even though the benavior isn't harming anyone or anything. Examples of such annoying behaviors are a child clicking his tongue while he watches TV, or a child crying because he has to take turns. An appropriate way of dealing with these behaviors is to ignore them. All behaviors will stop unless they are rewarding to the child in someway. Although it is hard to believe, children sometimes find any kind of adult attention rewarding--even fussing. A warning must be given to you, however, because an ignored behavior will get worse before it gets better. You must be patient and consistent with your ignoring response if it is to work.

There is a second part to this method of child management. Appropriate behaviors must be rewarded if ignoring the inappropriate behavior is going to work. When the child does something that you do like, let the child know that he pleased you. Smile at him, pat him on the shoulder or tell him exactly what he did that you liked.

Remember, you must always ignore the behavior you don't like and reward the behavior that you do like if this method is to work.

C. Lose Privileges

Another way to control your child's inappropriate behavior is to make the consequences of that behavior unpleasant for him. For instance, if your child will not stay in his bed when it is nap time you could put him to bed earlier than usual that night making him miss a favorite TV show. Or if your child colors on the wall, you might not let him play with his favorite toy the rest of that day. Just like you, your child will not want to have any of his favorite privileges removed. If you are going to use this method, be sure that your child understands what is happening. Using the above examples of the child not staying in bed at nap time - if the child has gotten out of the bed several times tell him that if he gets out of the bed again that he will have to go to bed early that night and miss watching "Emergency", for example. If the child does not get out of bed, be sure to follow through on what you told him would happen.

Gaining extra privileges can occasionally be used as a reward for appropriate behavior. For instance, if a child has trouble sitting in his chair throughout an entire meal, tell him if he stays in his chair that he can have something special for dessert or go for a walk.

D. Time Out

Another method of handling undesirable behavior is to isolate the child from the situation in which the problem is occuring. This can be done by:

1. Turning the child's chair around so that he cannot participate in what is going on.
2. Placing the child in a chair in the corner facing towards the wall.
3. Putting the child in a room by himself.

Taking the child away from the problem situation for a few minutes allows him to calm down so that he can then return to the situation and behave appropriately. The child should be turned around, placed in the corner or put in another room for one to three minutes - absolutely no longer than three minutes. A kitchen timer is a good way to keep up with the time because it is very easy to forget about the minutes without a reminder. It is not necessary to talk to or fuss at the child either. Just physically place the child where you want him and do so in a calm manner without showing your anger or disgust.

Remember that the purpose of "time-out" is to take the child away from the situation in which the problem occurred and isolate him from other kinds of stimulation. You must ignore the crying, talking, kicking, etc. that the child may do while he is in time-out. However, these inappropriate behaviors should stop before the child is allowed to get out of the chair. Also, be sure that all toys, books, mirrors, etc. with which the child may entertain himself are too far away for him to reach.

TOYS

WHAT IS A GOOD TOY?

First of all, a good toy is safe. It does not have sharp edges or toxic paint. It is not made out of material that is easily shattered or splintered. It does not have small pieces on which a child can choke.

Second, a good toy is durable. The durability of a toy depends on the age and personality of the child who plays with it. In general, plastic and tin toys are the least durable; wood and sturdy metal, the most durable.

Third, if 90 percent of the play is in the child and 10 percent of the play is in the toy, it is a good toy. Contrast a push button toy with a set of wooden blocks. The less the child has to do, and the more the toy does for him, the less the child develops his own creativity and self-confidence, and the less the child learns by playing with the toy.

Example: A cardboard box big enough for a child to crawl into is an ideal toy. It can be a boar, a fort, an igloo, an airplane, a robot, or horse. It stimulates and enriches a child's powers of inventiveness.

Fourth, a good toy is fun. A toy should be fun for a long time, and not have the newness wear off after several hours. Again, think of the push-button toy whose newness would wear off, and a set of blocks that could be used many times in different ways.

Fifth, the toy must be suitable to the ages and stages of development of the child. Yet, realize that your child is unique, and is not like any other child his age, so he will have a unique stage of development, not a general one.

When you are selecting toys for a preschooler, remember that the smaller the child, the bigger the toy should be to suit his immature stage of development.

Don't forget that the most important "toy" in the life of your child, the "toy" he likes to play with more than any other, that will influence him more powerfully than any other is that unique, flesh-and-blood toy -- you! Hundreds of wonderful and shining toys are no substitute for emotionally satisfying times when you and he play together.

This information has been taken from How To Parent, by Dr. Fitzhugh Dodson.

TOYS FOR DIFFERENT AGES

A. The Stage of Infancy. This is the time for sensory toys.

1. Crib mobiles, bought or homemade.
2. Cradle gym.
3. Rattles.
4. Rubber squeeze toys.
5. Soft cuddly animals.
6. Anything your imagination can think of that you can hang securely from his crib or playpen, which is interesting and colorful and will not be potentially dangerous to the baby.
7. Teething toys.
8. Sponges for bath play.
9. Music boxes.
10. Water (the infant becomes very interested in water play around eight months).

B. The Stage of Toddlerhood. The basic developmental task of this stage is active motor exploration of his environment. The "into-everything-age".

Outdoors

1. Slide.
2. Cardboard hollow boxes.
3. Rocking horse.
4. Sandbox and sand toys, such as cups, etc.
5. Hard plastic animals and people for sand play and other play.
6. Pull toys of different kinds. You could just tie a string to the front of a cardboard box and have them pull it.
7. Pets: dog, not a cat.

Indoors

1. Open shelves.
2. Large wooden blocks.
3. Bean bags.
4. Hammering toys.
5. Simple puzzles.
6. Rubber balls, small and large.
7. Boxes of different sizes to stack and place in one another.
8. Large beads to string.
9. Dolls.
10. Tea set.
11. Dress-up clothes, to play like Mama and Daddy.
12. Books, catalogs, Mother Goose, hardboard and plastic books, homemade books.

TOYS FOR TODDLERS

As you select toys for the infants and toddler keep in mind his stage of development and provide toys that meet these needs. Some new schemas for each age are listed here but the previous schemas are continued also.

Birth - 5 months	looking
5 months	reaching, touching
6 months - 9 months	mouthing, dropping
9 months	poking, patting, taking out, manipulating
12 months	pushing, climbing, carrying, feeling
15 months	pulling, pouring
18 months	putting in
24 months	naming

Here are some toys of interest to infants and toddlers:

Under 1 year	12 - 24 months	25 - 36 months
mobiles - bright colored	walker wagons	peg boards
squeeze toys	push toys	puzzles
plastic keys	pull toys	toy with shapes to fit in
washable stuffed toys	xylophones	containers
jungle gymns	drums	balls
xylophones	musical ferris wheels	jump rope
drums	mirror	push toys
musical ferris wheel	tot trikes	pull toys
mirrors	stack boxes	tot trikes
plastic stack boxes	feel boxes	egg poacher
baskets of interesting objects	balls	aluminum dishes
clutch balls	plastic telephones	plastic toys for water play
plastic telephones	egg poacher	rhythm band
egg poacher	aluminum dishes	dressing frames
small dolls	plastic toys for water play	flannel board
	bells	housekeeping department
	rhythm sticks	refrigerator
	symbols	records
	brooms	books
	records	garden tools
	books	hammer
	stacking toys	nails
	aquarium	wooden cubes

APPENDIX B

SAMPLE HOME ACTIVITIES

Short term educational programs are conducted in the homes of parents who express an interest in them. They are carried out by any staff member of PLL or student and are supervised by the social worker and assistant director (speech-language pathologist). Although the major purpose is to teach the parents to stimulate their children in language or cognitive skills, an initial rapport must be established in order to gain the parents' confidence. As a result of establishing this basic relationship, the staff person is often involved in areas outside of the educational realm. Thus, the team approach to supervision. The following is a sample list of activities which have been used in the home. The activities are appropriate for those children between the ages of two and four, and the materials are prepared before going into the home. The materials used for the children at PLL are made each quarter by students doing practicum. This would be an excellent activity for volunteers. The activities are demonstrated to the parents and then the parents are asked to demonstrate the activity themselves while the staff member is present.

Activities

1. Name: Clown face
   Materials: A large (2 ft.), bright clown face with the eyes, nose and mouth cut and placed in an envelope.
   Procedures:
   1. Let the child put the cut-out ears, eyes, nose and mouth in the right places on the clown. Next, put white paper behind the face of the clown. Useing a crayon, let the child color in parts of the face.
   2. Take the white paper away from the face. Draw a circle around it so that you have another clown face. Soon the child will be able to draw in all parts of the face by themselves.

2. Name: Flannel board stories
   Materials: Paste a piece of flannel board on the inside of any manilla folder. Tape an envelope on the opposite side containing story figures cut from felt.
   Procedures: Any story appropriate to child's age level can be used. For example, if "The Three Bears" is used, the child could put the appropriate flannel pieces on the manilla folder flannel board as the parent told the stories. Vocabulary such as "big," "little," "middle sized" and directions useing prepositions such as "put the bear under the bed" could also be emphasized.

3. Name: Flannel board activities
   Materials: Cover a piece of cardboard with dimensions of approximately 2 feet by 3 feet with felt. Depending on the activity, objects can be cut from felt or felt can be glued on the back of pictures so that they can be stuck to the flannel board.

Procedures: Many different concepts and vocabulary can be taught useing a flannel board. The following are just a few ideas.

a. Cut paper dolls out of cardboard. Teach color recognition and matching by cutting dresses and pants out of different colors of felt.

b. Rote, rational or number concepts can be taught useing groups of stars, balls, etc, out of felt.

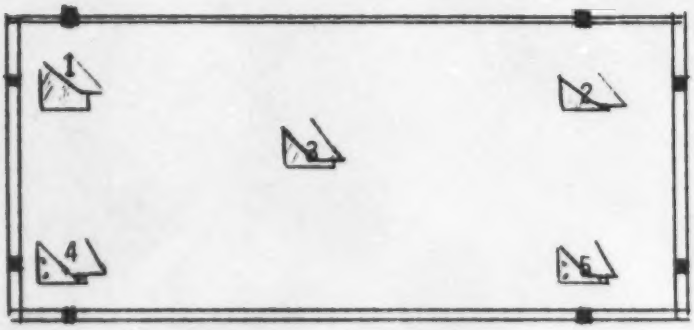
4. Name: Go fishing game
   Materials: Cut out ten small fish out of construction paper. Laminate and put a paper clip on them. Tie a magnet onto a stick with a piece of string.
   Procedure: Correction of the initial "f" can be done by having the child say "I want to fish" or "fish" as he (she) puts the fishing pole in. Pictures of new vocabulary can be attached to each fish, so that the child must comprehend or name the picture as he/she "catches" it.

5. Name: Feel it game
   Materials: Pine cones, acorns, seeds, nuts, sticks, pebbles, logs, leaves, seashells, feathers, grass.
   Procedures: Encourage the parents to take the child on a nature walk and pick up the above kinds of materials. Let the child feel and smell them. Collect them in a sack to look at again when inside.

6. Name: Box games
   Materials: Cardboard boxes of all sizes.
   Procedures: a. Cut a hole in a box. Put several small toys inside. Let the child identify by feel.
   b. Color a box. Then store crayons in it.
   c. A packing box can be a house, store, car, train, boat, tunnel, etc.

7. Name: Puzzles
   Materials: Cut large colorful picture in four pieces to make a puzzle. This can be covered with clear contac paper to make it last longer.

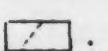
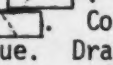
8. Name: Number board
   Materials and procedures: Cut flaps on a large sheet of paper. Tape paper with flaps to a piece of cardboard. Write a number on top of each flap. Lift up the flap and draw dots underneath to correspond to the number on top.



9. Name: Colors
   Materials and procedures: Pry off the tops of 3 empty roll-on deodorant bottles. Fill with red, yellow, and blue tempera (add a little liquid dishwashing detergent and clothes wash easier). Use filled bottles as paint brushes. Let child match construction paper to the color of paint in each jar.

10. Name: Abaccus
    Materials and procedures: Can be used for color recognition as well as counting. String three pipe cleaners with 5 beads each (buttons will work; number of colors and beads can increase with age).
    Use red beads on the first pipe cleaner, yellow on the second and blue on the third. Staple the ends of the pipe cleaners between a piece of cardboard and a cardboard frame.
    The child can count the beads and name the colors.

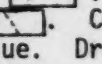
11. Name: Play dough
    Materials and procedures: Mix together 2 cups flour, 1/4 cup salt. Gradually add about 3/4 cups water mixed with 1/2 tablespoon oil. Keep kneading the mixture as you add the liquid. Add water if dough is too stiff, add flour if dough is too sticky.
    Add a few drops of food coloring to water if colored dough is desired.
    Give parents the playdough in an airtight container with the recipe taped on. Children can help with mixing and measuring.

12. Name: Color/shape Lotto
    Materials: Cut three large index cards in half at an angle  . Cut three more cards in half at the opposite angle  . Color each of the first three cards yellow, red, or blue. Draw ○ and △ on each side of the second set of cards. (Can be covered with clear contac paper to increase durability). The number of cards can be increased with age of child.
    Procedures: Have children match like colors and like shapes.

9. Name: Colors
   Materials and procedures: Pry off the tops of 3 empty roll-on deodorant bottles. Fill with red, yellow, and blue tempera (add a little liquid dishwashing detergent and clothes wash easier). Use filled bottles as paint brushes. Let child match construction paper to the color of paint in each jar.

10. Name: Abaccus
    Materials and procedures: Can be used for color recognition as well as counting. String three pipe cleaners with 5 beads each (buttons will work; number of colors and beads can increase with age).
    Use red beads on the first pipe cleaner, yellow on the second and blue on the third. Staple the ends of the pipe cleaners between a piece of cardboard and a cardboard frame.
    The child can count the beads and name the colors.

11. Name: Play dough
    Materials and procedures: Mix together 2 cups flour, 1/4 cup salt. Gradually add about 3/4 cups water mixed with 1/2 tablespoon oil. Keep kneading the mixture as you add the liquid. Add water if dough is too stiff, add flour if dough is too sticky.
    Add a few drops of food coloring to water if colored dough is desired.
    Give parents the playdough in an airtight container with the recipe taped on. Children can help with mixing and measuring.

12. Name: Color/shape Lotto
    Materials: Cut three large index cards in half at an angle . Cut three more cards in half at the opposite angle  . Color each of the first three cards yellow, red, or blue. Draw and on each side of the second set of cards. (Can be covered with clear contac paper to increase durability). The number of cards can be increased with age of child.
    Procedures: Have children match like colors and like shapes.

APPENDIX C

ALLTRAC LESSON PLAN

Sound: p	Materials	Vocabulary Suggestions
Level I: Isolation (voiceless, pressed, quick, front)		
1. When the child produces p , a piece of tissue placed close to his mouth, must move.	1. Tissues	Initial: pig, pick, pinch, penny, pie, pen, pencil, pair, pin, pitch, peach
2. Child will slap his "bad hand: and verbalize p		Final: stop, flop, chop, rip, tip, top, lip, rope, mop
Level II: Syllable		Initial and Final: peep, pop pipe
1. Have the child slowly come up from a squat position and verbalize up .		
2. The clinician will drop a penny and the children verbalize oop .	2. Penny	
Level III: Word/Phrase		Blends: plant, play, plum plane, pluck, plate press, prize
1. Let children pop bubbles and verbalize pop as they do it.	1. Jar of soap bubbles	
2. Wire apples to a large branch. Have each child pick an apple and say pick the apple .	2. Live branch, wire, apples	
3. Give each child two pennies. Let each child go to a pretend store and buy popcorn or a peanut. They must say popcorn, please , or peanut, please .	3. Pennies, popcorn, unshelled peanuts	
Level IV: Concrete Expension		
1. Let each child color a purple pig.	1. Picture of pig, purple crayons	
2. Let the children pop popcorn for snack time.	2. Popcorn	

APPENDIX D

INTERACTIVE LANGUAGE DEVELOPMENT TEACHING*

I. Language develops in two ways: (1) More mature grammatical forms appear in the child's language.
(2) He is able to combine more types of grammatical structures into a single sentence.

II. Semantic content of language is emphasized more than grammatical precision.

III. Although all the children in a group will hear the same story, the clinician treats each child individually when he responds to questions. Some children progress at a faster rate than others, and more can be expected in terms of target sentences.

IV. Guidelines for writing the story:
1. Select a story topic that is within the child's experience.
   a. Story theme's should be realistic. Animals that talk to one another are acceptable. Humans and animals talking together should be avoided.
   b. Good stories to Use:
      1. Common - everyday experiences.
      2. Planning a birthday party.
      3. Making visits to the park.
   c. three or four characters are sufficient: more may be confusing.
   d. All characters should have proper names.
2. Provide sufficient narrative to keep the child's attention. Provide adequate opportunity for verbal interaction with the children.
3. Provide adequate build-up of semantic content for the target structures. Sometimes the three to eight lines of narrative present the same information in a variety of ways, so that the semantic content is repeated while the grammatical structure is changed.

Eg. Narrative	Target Response
This is Bobby's school	
But who is this lady?	
It's his teacher.	
This is Bobby's teacher.	
She is the teacher.	
Who is this lady?	She is the teacher.

4. Introduce new structures as receptive tasks before eliciting them as targets.
5. Provide frequent review to stabalize structures previously introduced as target responses.
   a. As a general rule, primary emphasis means at least five presentations in a single lesson, while secondary emphasis is considered to be three or four presentations.
6. Clarify the concepts underlying the contentive vocabulary. For eg., word opposites and negative forms often occur together.

V. Presenting the Story
1. Flannel Board is good.
2. Presentation should allow time for children to process utterances. DO NOT RUSH OR BE TOO SLOW.

3. Verbal presentation should be accompanied by: Ex. Flannel-board cutouts, pictures, puppets, toys, and objects. Materials should be extremely simple.
4. Keep materials out of children's reach.

VI. Guidelines for the Clinician:
1. Always provide feedback. Indicate child's success or lack of success.
2. Reinforce Only the correct responses of the children. Do not reinforce an incorrect response with an "OK" or through nonverbal cues such as headnodding and smiling.
3. Give each child an appropriate length of time to formulate the target sentence.
4. Did the clinician repeat the target sentence? When she called upon a second child? It is often advisable to repeat the target before asking the question in order to refresh the children's memories and increase their chances of success.
5. Did the clinician modify the demands of the target response for individual children.
6. It is important that the visual aids not attract more attention than the verbal presentation of the story.
7. The figures do not have to perform every action in the story, nor should the clinician worry about the relative sizes of furniture, houses, animals, and people. The flannel board serves merely to keep the items of the story in view and in mind, it is no way a dramatic playing out of the narrative.

*Taken from the philosophies and writings of Laura Lee.

APPENDIX E

Case Study - Counseling With Parents of a Disfluent or Stuttering Child

Clinician: Pat Allen, B.A.

Many children, in the course of normal development, repeat words or the initial sounds in a word or exhibit what are called "normal disfluencies". When the parents of people who come in contact with that child label the speech as "stuttering", a potential problem exists.

The following philosophies (Luper and Mulder, 1964)* should be taken into account for the pre-school disfluent or stuttering child. "Speech disfluencies are often observed among young children, even among those who are not thought of as children who stutter. Children can be markedly disfluent without being aware of it. Increased awareness of disfluency may increase the amount of disfluency. Speech fluency can be altered both favorably and unfavorably by environmental conditions. Disfluencies are more likely to become a permanent part of a child's speech if he reacts to them unfavorably. Direct treatment of the disfluencies may result in increased disfluency and does not guarantee a reduction of disfluency."

Therefore, during the preschool years, most clinicians agree that treatment should be concentrated in changing family or teacher attitudes and their reaction to the child, and altering the stressful situations surrounding talking with no interaction with the child himself. In other words, time is best spent in counseling the parents.

Based on this philosophy, a counseling program was initiated with the parents of a four year old boy, Paul, who was enrolled at Pediatric Language Lab.

Paul's parents had noticed stuttering behavior and had become concerned, particularly since some paternal relatives had stuttered. At the same time, the teachers at Pediatric Language Lab had become aware of disfluencies in Paul's speech; i.e., repeating the first sound at the beginning of the sentence, and repeating the syllable "uh" and repetition of the pronoun "I".

At the time of the counseling, test results showed specific deficits of six to twelve months in the speech, language and learning areas.

Counseling was begun in which the clinician made weekly visits to Paul's home. This was a very stressful home due to parents lack of communication (partially caused by a large gap between their ages), and a father who was alcoholic and unwilling to work. The goals of the program were (1) identify what the parents were labeling as stuttering. (2) Identify parents reactions to these disfluencies. (3) Extinguish those inappropriate reactions. Baseline data was needed which was a difficult task, as

*Luper, Harold and Mulder, Robert L. Stuttering Therapy for Children. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1964.

the mother, the primary caretaker, was functionally illiterate. She had a limited sight vocabulary of approximately 100 words and could only write her name. In devising a charting method, the clinician had to develop a method that was not entirely dependent on the mother's ability to read. The days of the week were written across the top of the page beginning with the day the clinician made the home visit and included all the school days. It was felt that including weekends would overwhelm the mother. Down the side of the page were written two word phrases that consisted of things the parents said or did when Paul was disfluent. Paul's mother was instructed to keep this chart from the time Paul got home from school until after supper. At the weekly visit, the mother was presented with a chart. The phrases were read aloud and the mother repeated each word after the clinician as the clinician pointed to each word. The clinician then explained that she was to start recording and make a mark in the correct space. The following charts with their resulting pre- and post-baseline data are shown below. Each was collected over a five day consecutive period. The data was collected at the beginning and end of a four month period.

Chart I - Non verbal responses of the mother

	Pre	Post
Stop him	7	0
Look away	5	0
Hit him	0	0
Total	12	0

Chart II - Non verbal and verbal responses of the father

	Pre	Post
Stop him	12	0
Look away	14	0
Hit him	0	0
Yell at him	27	0
Interrupt him	19	4
Total	72	4

Chart III - Verbal responses of the mother

	Pre	Post
Stop	7	0
Start again	6	0
Shut up	5	4
You sound like a baby	0	0
That's ugly	0	0
Bad boy	0	0
Interrupt him	3	2
Yell at him	0	2
	21	8

During the four-month intervention period, the parents were both counseled with regard to extinguishing their reactions to Paul's disfluencies. The father was frequently absent during the weekly visits to the home and the parents were separated within this time period. After the post test data was collected, the clinician continued to make occasional home visits to the mother for eight more months. At the end of this time, both teacher and mother agreed that Paul was no longer "stuttering".

APPENDIX F

The following is the summary sheet taken from the Vocabulary Comprehension Scale* which should prove useful to clinicians in planning appropriate vocabulary goals.

PRONOUNS (17)

		Age**
1. _____	I	(2-0 to 2-6)
2. _____	my	(2-0 to 2-6)
3. _____	mine	(2-0 to 2-6)
4. _____	me	(2-0 to 2-6)
5. _____	your	(2-0 to 2-6)
6. _____	she	(2-6 to 3-0)
7. _____	her	(2-6 to 3-0)
8. _____	he	(2-6 to 3-0)
9. _____	his	(2-6 to 3-0)
10. _____	him	(2-6 to 3-0)
11. _____	you	(3-0 to 3-6)
12. _____	they	(3-0 to 3-6)
13. _____	us	(3-6 to 4-0)
14. _____	their	(3-6 to 4-0)
15. _____	them	(3-6 to 4-0)
16. _____	we	(4-6 to 5-0)
17. _____	our	(5-0 to 5-6)

_____ TOTAL

QUALITY (6)

18. _____	soft	(2-6 to 3-0)
19. _____	heavy	(2-6 to 3-0)
20. _____	hard	(3-0 to 3-6)
21. _____	same	(3-0 to 3-6)
22. _____	light	(3-6 to 4-0)
23. _____	different	(4-6 to 5-0)

_____ TOTAL

POSITION (26)

24. _____	in	
25. _____	of	
26. _____	on	
27. _____	under	
28. _____	out of	
29. _____	together	
30. _____	away from	
31. _____	up	
32. _____	top	
33. _____	apart	
34. _____	toward	(3-0 to 3-6)
35. _____	around	(3-6 to 4-0)
36. _____	in front of	(3-6 to 4-0)
37. _____	high	(3-6 to 4-0)
38. _____	in back of	(3-6 to 4-0)
39. _____	next to	(3-6 to 4-0)
40. _____	beside	(4-0 to 4-6)
41. _____	bottom	(4-0 to 4-6)
42. _____	backward	(4-0 to 4-6)
43. _____	forward	(4-0 to 4-6)
44. _____	down	(4-6 to 5-0)
45. _____	low	(4-6 to 5-0)
46. _____	behind	(5-0 to 5-6)
47. _____	ahead of	(5-0 to 5-6)
48. _____	first	(5-0 to 5-6)
49. _____	last	(5-0 to 5-6)

_____ TOTAL

SIZE (6)

50. _____	big	(2-6 to 3-0)
51. _____	tall	(2-6 to 3-0)
52. _____	little	(3-6 to 4-0)
53. _____	short	(4-0 to 4-6)
54. _____	fat	(4-0 to 4-6)
55. _____	thin	(4-6 to 5-0)

_____ TOTAL

QUANTITY (6)

56. _____	all	(2-6 to 3-0)
57. _____	empty	(3-0 to 3-6)
58. _____	full	(3-6 to 4-0)
59. _____	more	(3-6 to 4-0)
60. _____	less	(3-6 to 4-0)
61. _____	each	(4-0 to 4-6)

_____ TOTAL

*Bangs, Tina E. Vocabulary Comprehension Scale. Learning Concepts, 1975.
**In this age bracket and older, 80% of the subjects comprehended the meaning of the word.

APPENDIX G

PEDIATRIC LANGUAGE PROGRAMS
Department of Audiology and Speech Pathology
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PUBLICATIONS

The Non Verbal Child:
An Introduction to Pediatric Language Pathology.
C. C. Thomas, Springfield, Ill., Second Edition, 1975, $13.50

An Interdisciplinary Language Intervention Program:
For the Moderate to Profound Language Retarded Child.
Book and Supply Store, University of Tennessee, Knoxville,
Second Edition, 1976 (See Asha Review, May, 1977, p. 376)
$8.95 including postage

*Pediatric Language Laboratory - A Day Care Center Program:
For the High Risk Infant and Child.
Department of Audiology and Speech Pathology,
University of Tennessee, Knoxville, 1979, $2.50 including postage

*Pediatric Language Clinic - An Educational and Counseling
Outreach Program: For the Family of the Communicatively
Delayed Infant and Child.
Department of Audiology and Speech Pathology.
University of Tennessee, Knoxville, 1979, $2.00 including postage.

*Pediatric Language Institutes - A Training Program:
For Day Care and Other Pre-School Workers Emphasizing
Communicative Skills.
Department of Audiology and Speech Pathology,
University of Tennessee, Knoxville, $3.75 including postage

*For these publications, make check payable to the University of Tennessee and mail to the above address.